

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

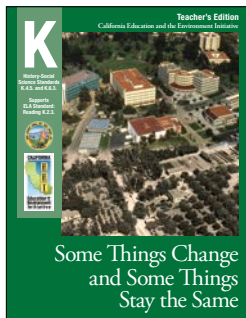
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

K.4.5. and K.6.3.—Some Things Change and Some Things Stay the Same



The focus of this unit is how some things change and some things stay the same in schools, homes, and communities. Although the concept of the Past is a difficult concept for kindergarten students to grasp, by relating what people did in earlier times to what they do today the concept will become more concrete. Students will learn how to connect and compare people and their surroundings during times of long ago and the present. They can compare and contrast their own school and community with the features of a school 100 years ago. They will also learn that history is an ever-changing interaction between people and their environment. For the culmination of the unit, students will prepare a mural in order to compare and contrast pictures of their school and community during the present time and the past.

		RI.K.4	RI.K.5	RI.K.6	RI.K.7	RI.K.10	W.K.2	SL.K.1	SL.K.2	SL.K.3	SL.K.4	SL.K.5	SL.K.6	L.K.5	
LESSONS	California Connections	✓	✓	✓	✓	✓		✓	✓				✓		
	1	✓	✓	✓	✓	✓		✓	✓				✓		
	2	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	
	3	✓				✓		✓	✓		✓		✓		
	4	✓				✓	✓	✓	✓	✓	✓		✓		
	Traditional Assessment						✓								
Alternative Assessment							✓	✓							
COMMON CORE STANDARDS															

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 14 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below which include tasks for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole group
- **Lesson 2:** Whole group
- **Lesson 3:** Whole group and small groups
- **Lesson 4:** Whole group

National Geographic Resources

No maps or posters are used with this unit.

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students correctly label a picture and draw one of their own.	W.K.2: Use a combination of drawing, dictating, and writing to compose informative...in which they name what they are writing about and supply information about the topic.
Alternative Assessment	
Students attend a “town hall” meeting to discuss questions about what their town was like in the past and how it is now in the present.	<p>SL.K.1: Participate in collaborative conversations with diverse partners...with peers...</p> <p>a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p>W.K.2: Use a combination of drawing...to compose...in which they name what they are writing about and supply...</p> <p>Suggestion: Use adult aides or parent helpers. Divide students into small groups of 5–6 each with an adult for each group if possible. Have each group use one of the sample questions from the Teacher’s Edition, pages 25–28. After doing this activity each group can draw a picture of their question and answer to share with the group.</p>

Lesson 1: A Look at Our School

Students think about what life was like for children their age in the past. The class looks through a photo album of school 100 years ago and notes what is the same and what is different about life today and in the past.



Use this correlation in place of the **Procedures** on page 36 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Have students gather in front of the Mural Canvas. Point out and read the titles of each section of the canvas to them (<i>In the Past, Today</i>). Tell students what “past” means (<i>An earlier time</i>). Ask students what “today” means (<i>The present time</i>). Have students give examples of things that have happened in the past, and things that are happening today.</p> <p>Tip: Follow the advanced preparation procedure on page 34 of the Teacher's Manual to prepare the Mural Canvas.</p> <p>Tip: Laminate and cut out the picture cards that will be used throughout the unit.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g., what...idea in the text an illustration depicts).</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners...in small and larger groups.</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Step 2	
<p>Tell students that today they will learn and imagine about life in the past. Sit in a chair in front of the section of the Mural Canvas titled “In the Past.” Ask students to imagine what it would have been like to live in or near their town in the past. How would they get the things they needed, like food and water? How would they get clothes and toys? Ask them to think about how school would have been in the past. Tell them that besides going to school, a long time ago they would be helping their families accomplish daily tasks—picking berries, washing clothes, mending fences, and more. Ask students to imagine what activities from the past they would place on the mural.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words...</p> <p>SL.K.1: Participate in collaborative conversations...in small and larger groups.</p> <p>SL.K.2: Confirm understanding...by asking and answering questions...and requesting clarification if something is not understood.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.</p>
Step 3	
<p>Show students the cover of the California Connections: Our School and Our Town big book. Tell students that this book is an album (scrapbook) with photographs of a school and town 100 years ago. Explain that people who study the past (history) use old photographs and pictures to learn about what life was like a long time ago.</p> <p>Open the big book to the Table of Contents. Read the title of each section to students. (<i>Our School, Our Town</i>) Tell students that they are going to look at photographs of school 100 years ago. Ask them to look carefully at each picture.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words...</p> <p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6: Name the author...of a text and define the role...in presenting the ideas or information in a text.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Flip through the pages in the “Our School” section of the big book, reading each caption and giving students time to look at each picture. Ask students to share what stands out to them in each picture.</p>	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear...</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>a) Activate prior knowledge related to the information and events in texts. CA</p>
Step 5	
<p>When the class has reached the end of the “Our School” section in the album, ask students to talk about what was the same and what seemed different to them about school in the past and school today. Use the following questions to conduct a discussion about school today and school in the past:</p> <ul style="list-style-type: none"> ■ What did the school look like in the past? (<i>Only one building, made of wood.</i>) ■ What does the school look like today? (<i>Many buildings, made of cement.</i>) ■ What did the classroom look like in the past? (<i>Many desks, all in a row, a chalkboard at the front.</i>) ■ What does the classroom look like today? (<i>Many desks, not in rows, a whiteboard at the front.</i>) ■ What did the playground look like? (<i>An empty field by the school. There were no lines on the ground or blacktop.</i>) ■ How did students get to school? (<i>By horse, cart, or walking.</i>) <p>Read the title of the next section of the California Connections: Our School and Our Town big book and tell students that they will look at photographs of the town in the next lesson to see how life outside of school was the same and different long ago.</p>	<p>RI.K.7: With prompting and support, describe...between illustrations and the text in which they appear (e.g., what... idea in the text an illustration depicts).</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>a) Activate prior knowledge related to the information and events in texts. CA</p>
Step 6 (Optional)	
<p>Assign pairs of students to take photographs of the parts of their school, using disposable or digital cameras. Recruit older students or adult volunteers to help students take the pictures. Remind them that they need photographs of school workers and the resources they use and manage. (<i>Groundskeeper, custodian, cafeteria staff, librarian, teacher.</i>) Develop or print the photographs and save them for use in Lesson 4.</p>	<p>SL.K.1: Participate in collaborative conversations with diverse partners...with peers...in small and larger groups.</p> <p>Suggestion: <i>Have your students buddy up with an older group of students to walk around the campus and take pictures of the school, classrooms, and playground area.</i></p>

Lesson 2: Life (and School) in Earlier Days

Students view photographs of life in a California town and assemble some of those photographs onto one half of a mural depicting life “In the Past.” Using photographs of life in their town today, students complete the other half of the mural, define resources, and discuss how people have always relied on certain resources to live.



Session 1

Use this correlation in place of the **Procedures** on page 42 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Have students gather in front of the Mural Canvas. Remind students that last time they looked at photographs of what school was like long ago. Tell students that today they will look at other parts of life in a California town long ago.</p> <p>Show students the cover of the California Connections: Our School and Our Town big book. Turn to the Table of Contents and read aloud the title for the “Our Town” section. Ask students to look carefully at each picture of life in this town as the class goes through the pages.</p>	<p>RI.K.5: Identify the front cover...of a book.</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear...</p>
Step 2	
<p>Flip through the pages in the “Our Town” section of the big book, reading each caption and giving students time to see each picture. Ask students to share what stands out to them in each picture.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear...</p>
Step 3	
<p>When the class has reached the end of the “Our Town” section in the album, ask students to talk about what was the same and what seemed different to them about life in the past and life today. Use the following questions to conduct a discussion about life today and life in the past:</p> <ul style="list-style-type: none"> ■ What kinds of work did people do in the past? (<i>Answers will vary, but should include milk cows, work in stores, teach school, work at a bank, drive trains, bake bread, sell candy.</i>) ■ What did the houses look like in the past? (<i>They are square-shaped, made of wood or stone, and spread out from one another.</i>) ■ Where did people get the food and other things they needed? (<i>From the stores—hardware, bakery, candy store, grocery store.</i>) ■ Where did they get water? (<i>They pumped water from a well.</i>) ■ How did people get around? (<i>Mostly by horse and buggy. Also by train, and there were a few cars.</i>) 	<p>SL.K.1: Participate in collaborative conversations with diverse partners...with peers...in small and larger groups.</p> <p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.6: Speak audibly and express thoughts...and ideas clearly.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Tell the class that they are going to be making a special piece of art called a mural. Point to the Mural Canvas and ask students what they think the mural will show. (<i>Things in the past and things today.</i>) Show students 100 Years Ago (Information Cards #1–12) and tell them that they are going to help put the photos on the “In the Past” side of the mural.</p> <p>Ask students how the photographs should be arranged. (<i>In a line, in a circle, like a map.</i>) Decide on how the photographs should be placed on the Mural Canvas, then spread the photos out in front of the canvas for students to choose from. Call on one student at a time to come up, select a photo, tell the class what it shows, and glue or paste it to the Mural Canvas. As the photos are going up, ask students if they can think of a place in their town today like the one in each photo. Continue like this until all the information cards are on the Mural Canvas.</p>	<p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6: Speak audibly and express...clearly.</p>
Step 5	
<p>Tell students that next time they are going to fill in the other side of the Mural Canvas with pictures of life in their town today. Ask students what they would like the mural to show.</p> <p>(<i>Note: If you did not have students take pictures of their town, skip the next paragraph.</i>)</p> <p>Tell students that their parents have volunteered to help them take photographs of a special place in their town, and that everyone will take pictures of a different place. Tell students what part of their town they will be taking pictures of so they can be placed on the mural. At the end of the day, distribute the cameras to each student (or to the parent or guardian at the pick-up area).</p>	<p>SL.K.1: Participate in collaborative conversations with diverse partners...with peers...in small and larger groups.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Session 2

Use this correlation in place of the **Procedures** on page 43 of the Teacher’s Edition.

(*Note: Develop or print students’ pictures prior to this session.*)

Procedures	Common Core Standards and Applications
Step 1	
<p>Have students gather in front of the Mural Canvas. Spread out the photographs they took in front of the canvas for students to choose. Call on one student at a time to come up, select the photograph(s) they took, tell the class what it (they) shows, and glue or tape it on the “Today” side of the Mural Canvas.</p>	<p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.4: Describe familiar people...and, with prompting and support, provide additional detail.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional details.</p> <p>SL.K.6: Speak audibly and express...clearly.</p>

Procedures	Common Core Standards and Applications
Step 1 (Continued):	
<p>(Note: If students did not take their own photographs, use the following set of instructions.)</p> <p>Show Today (Information Cards #13–24) to students: store, school, apartments, restaurant, skating, swinging, gas station, downtown, parking lot, highway, police station, and ballpark. Have individual students attach the photographs onto the “Today” side of the mural. Identify each photograph as it is added, and invite students to comment on similar places in their town.</p> <p>As the photos are going up, ask students if there is a photo like the one going up on the “Today” side, on the “In the Past” side of the mural. Call their attention to the fact that many things are the same in life today as they were in life 100 years ago. Continue like this until all the information cards are on the Mural Canvas.</p> <p>Tip: Develop or print student’s pictures prior to the session.</p>	<p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.4: Describe familiar people...and, with prompting and support, provide additional detail.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional details.</p> <p>SL.K.6: Speak audibly and express...clearly.</p>
Step 2	
<p>Point to the word “Resource” on chart paper and read it aloud to students. Ask them what they think the word means, then tell them the definition. (<i>Something plants and animals, including humans use from natural systems, such as wood or water.</i>) Tell students that people have always needed and used resources to live. Have students give examples of resources they need and use. (<i>Water, food, air, clothes, houses, land, animals, plants, space.</i>) Write some of these on the chart paper around the word “Resource.”</p>	<p>L.K.5a: Sort common objects into categories...to gain a sense of the concepts the categories represent.</p> <p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>SL.K.2: Confirm understanding of a text read aloud...by asking...and requesting clarification if something is not understood.</p> <p>SL.K.6: Speak audibly and express thoughts...clearly.</p>
Step 3	
<p>Tell students to look carefully at the mural and have them find resources that people are using “In the Past” and “Today.” (<i>Land, water, food, energy, animals, plants, air.</i>) Point out to students that even though the place or way people got the resource may have changed, the resource was needed and used by people a long time ago, and is still needed and used by people today. Using the example of water, explain to students that today we can turn on the faucet and get water, whereas people 100 years ago had to take buckets to the pump or well, maybe even the river, to get water and bring it back to their house.</p>	<p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>a) Activate prior knowledge related to the information and events in texts. CA</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Tell students that they are going to draw their favorite parts of the mural—one part from the past and one part from today. Explain that they should choose two parts that are the same, or similar in some way (a store and a store, for example), and think about how the resources that people are getting and using in those parts are the same and how they are different.</p> <p>Distribute a copy of Then and Now (Teacher's Masters, pages 3–4) to each student. Give students access to art supplies and the Mural Canvas so that they can complete the task. When each student has finished, collect the copies of Then and Now, and ask them to name the resource(s) being used in their drawings. Write their answers on the back of Then and Now.</p>	<p>W.K.2: Use a combination of drawing, dictating, and writing to compose...texts in which they name what they are writing about and supply some information about the topic.</p>
Step 5 (Optional)	
<p>Have students add color, other pictures, or illustrations to the Mural Canvas around the posted photographs.</p>	<p>W.K.2: Use a combination of drawing, dictating, and writing to compose...texts in which they name what they are writing about and supply some information about the topic.</p>

Lesson 3: When a Community Grows

Students work in groups of two and model a growing community, using resources, and occupying space. Students relate population growth to increased consumption of goods and changes in the surrounding environment.



Use this correlation in place of the **Procedures** on page 64 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Have students gather around the prepared Community Space. Tell them that today they will create a class "community" (or town). Read the word "community" to them and explain to them that a community is a group of people living together in the same area, town, or city. Invite students to suggest names for the community. Encourage them to think of the community's physical surroundings, for example, a mountain range, lake, river, or valley. On the Community Space, draw in some of these features and write the name of the community that the students have chosen.</p> <p>Place the container with the beans inside the Community Space. Tell students that the beans represent the resources that are available in this place. Ask students to think about the resources that they know and use to live. (<i>Air, water, food, clothes, space, animals, plants, energy</i>)</p> <p>Tip: Refer to the advance preparation information on page 62 of the Teacher's Edition to prepare the house cutouts, beans, and bulletin board for Lesson 3.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text...</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
Step 2	
<p>Pair students and give each pair one of the House Cutouts (Teacher's Masters, page 5). Give each student an empty paper cup. Choose one pair of students to be the first residents for the new community. Have them tape or glue their house down, somewhere in the Community Space. Have these two students fill their paper cups with beans from the container. Explain that this container of beans represents all of the community's water supply. Ask the first two "residents" of the community to carefully carry their beans back to their seats around the Community Space.</p>	<p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners...in small and larger groups.</p>
Step 3	
<p>Have the community grow by having each pair of students become new residents. Ask each pair of new residents to tape or glue their house down somewhere in the Community Space, fill their cups with beans from the area's "water supply," and then take their seats around the Community Space. As they complete these tasks, call students' attention to the changing level of beans in the container.</p>	<p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners...in small and larger groups.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>After the entire class has moved into the Community Space, call attention to the houses on the paper. Ask students to explain what happened when new people moved into the community. (<i>There were more houses and less space.</i>) Tell the students that water is one of the resources people use every day. Call attention to the beans in the container and explain that the “water” level went down the more water the community used.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> ■ When the new people moved into the community, did they bring water with them? (<i>No</i>) ■ If the “water” in the community container runs out, from where will the water for the new community members come? (<i>The community will need to find a source of more water.</i>) 	<p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.6: Speak audibly and express thoughts...clearly.</p>
Step 5	
<p>Have students gather in front of the Mural Canvas. Tell students to think about all the resources that were used by people in California Connections: Our School and Our Town big book, as their community grew to be what it is today. Ask the following questions:</p> <ul style="list-style-type: none"> ■ What resources do all the people in a community need? (<i>Food, water, air, housing, clothes</i>) ■ What happens to resources when more people move into a community? (<i>People need more; and more resources are used.</i>) <p>Gather beans from the students.</p> <p>Tell students that next time they will learn about who takes care of the resources at their school.</p>	<p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.6: Speak audibly and express thoughts...and ideas clearly.</p>

Lesson 4: Managing Our School's Resources

Students take a tour of their school (or view the photographs of the school taken in Lesson 1) and identify areas where resources are, and how they are being used. They identify the people that provide and take care of these resources, and interview them about how they do their jobs.



Use this correlation in place of the **Procedures** on page 72 of the Teacher's Edition.

(Note: If the students took photographs of areas of the school in Lesson 1, place those photographs in a central place for students to see, and skip to Step 2.)

Procedures	Common Core Standards and Applications
Step 1	
<p>Tell students that they are going to go on a tour of the school and look for all the areas in which they or some one else at the school uses resources. Tell students that you will carry a clipboard to write down all of the areas of the school that they visit, and the resources that they see, or see being used.</p> <p>Take students on the walking tour along the planned route. At each area on which you have chosen to focus, have the class stop, identify the area, and name the resources that are being used. Write these on the clipboard.</p> <p>At the end of the tour, return to the classroom and write your notes on the board for students to see.</p>	<p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>a) Activate prior knowledge related to the information and events in texts. CA</p> <p>SL.K.4: Describe familiar people...and, with prompting and support, provide additional detail.</p>
Step 2	
<p>Have students think about each area of their school that they saw (or photographed). Ask students to think about who is in charge of that area and its resources. Write the word "staff" on a piece of chart paper posted near the notes from the walking tour (or near the area where the school photos are). Read the word to the class and tell them the definition. (<i>People who work at a school or for a business.</i>) Ask students to name the members of the school staff that they know. (<i>Custodian, secretary, principal, teachers, cooks or cafeteria staff, counselors, nurse, librarian, teacher aide, volunteer, groundskeeper</i>) As a class, match each staff member to an area of the school in which they use or keep the resources that they use. (<i>Cooks and cafeteria staff match with the cafeteria where food is served; the custodian takes care of many areas of the school where light, water, air, and space are used; the groundskeeper is in charge of the playground and other outside areas where plants grow and there is space for play; teachers are in charge of the classrooms where there is space, water, and other resources that are used in learning.</i>)</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words...</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>a) Activate prior knowledge related to the information and events in texts. CA</p> <p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>SL.K.4: Describe familiar people...and, with prompting and support, provide additional detail.</p> <p>SL.K.6: Speak audibly and express thoughts...and ideas clearly.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Inform students that one of the school's workers is coming to visit the class to talk about their job. Tell them who is coming and explain their primary job responsibility. Also explain this individual's role in relation to the care and maintenance of a natural system at the school.</p> <p>Brainstorm questions for the guest speaker. Tell the students that a good interview question requires more than a yes or no answer. For example, "How do you help take care of the areas and resources at our school?" "How did you learn how to fix things?" "Where have you worked before?" "What tools do you need to do your job?"</p> <p>Have the students practice asking the questions. When each guest visits the class, have students present their questions to them, and have the visitor explain various parts of their job to the students.</p>	<p>SL.K.1: Participate in collaborative conversation...<i>about kindergarten topics and texts</i> with peers...in small and larger groups.</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6: Speak audibly and express thoughts...clearly.</p>
Step 4 (Optional)	
<p>If students took photographs in Lesson 1, make a large class book about people who work at school and the resources that they manage, using the photos of the school (from Lesson 1) and what students now know about the resources at their school and the people that take care of them. Have the students contribute ideas for the captions on each picture. <i>(Sample text is provided below.)</i></p>	<p>W.K.2: Use a combination of drawing...and writing to compose...texts in which they name what they are writing about and supply information about the topic.</p>

Sample text developed with the students' input:

People Who Work at Our School

Many people work at our school. Each person has a different job. Our teacher has the job of teaching us new things and helping us learn. The food server has the job of preparing food and serving us lunch in the cafeteria. The principal's job is to solve problems and make sure everyone is safe and able to learn. The custodian's job is to keep our school clean and safe, inside and outside. The custodian takes care of water pipes, windows, and plants that grow outside. All of these people are proud of what they do to keep our school a safe and fun place to be.

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Reading Standards for Informational Text

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 additional expectations.) CA**
- **RI.K.5:** Identify the front cover, back cover, and title page of a book.
- **RI.K.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10:** Actively engage in group reading activities with purpose and understanding.
 - a) **Activate prior knowledge related to the information and events in texts. CA**

Speaking and Listening Standards

- **SL.K.1:** Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.
 - a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b) Continue a conversation through multiple exchanges.
- **SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

Writing Standards

- **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.